Special Educational Needs and/or Disabilities Information Report

2020-21

Richardson Dees Primary School is a fully inclusive school that ensures **all** pupils achieve their potential personally, socially, emotionally, physically and educationally.

Our school's SEND Information report outlines the ways in which we support pupils with special educational needs and disabilities.

In the academic year, 2020-21 we:

- Supported the additional needs of pupils using a variety of means to address the needs of the individual, whether using in-house resources or those provided by external agencies.

- Met and worked with a number of families, supporting a variety of needs, through SEN and Early Help processes, seeking to offer the most appropriate assistance for them and their children.

- Sign-posted and referred families, to agencies such as Acorns (support for children affected by domestic abuse), CAMHS (Child and Adolescent Mental Health Service), Young Carers and the Odysseus Project which works with young people and their families to prevent offending behaviours.

- Accessed a broad range of training, across all aspects of the curriculum, as well as SEN and safeguarding.

- Made referrals to, sought advice from and worked with a number of educational agencies, such as Language and Communication, Speech and Language Therapy, Dyslexia Referral Team and Educational Psychology.

- Continued to support families through the COVID-19 crisis, providing welfare phone calls, on-line TAFs and on-line education for those children with EHCPs whose families engaged with school.

Who should I speak to about my child's difficulties with learning/ Special Educational Needs or Disability (SEND)?

Mrs Jessica Callaghan – SEND Co-ordinator

"This year, it's my responsibility to ensure that all children, in the school, who require SEND provision, at whatever level, receive it, in accordance with the school's SEND policy and the SEND Code of Practice."

Mrs Callaghan works to:

- Ensure parents/carers are fully involved with their child's support.
- Open and maintain strong lines of communication, with parents/carers.
- Provide timely updates and reviews about progress and next steps.

Additionally, Mrs Callaghan liaises with all the other external agency staff, who may be involved in supporting your child's learning and may include professionals from such teams as:

- Speech and Language Therapy
- Language and Communication
- Educational Psychology
- Occupational Therapy
- Sensory Support

Mrs Callaghan manages and updates the SEND register, which records pupils and their SEND needs and, along with teaching staff, monitors progress, through the school tracking system. Regular meetings and information sharing, between Mrs Callaghan, teachers and classroom assistants provide opportunities to look at ways to best support individual pupils, allowing appropriate steps to be taken and a plan of proposed action to be put in place. When new information about a pupil is made, it is recorded, to ensure the data we have is the most up to date.

Class teacher

Your child's class teacher is responsible for:

- Checking on the progress of your child and identifying where additional help may be required, as well as planning and delivering appropriate teaching and learning.
- Meeting with the SENDCo, on a termly basis, to write Individual Education Plans (IEPs), for all pupils who require them and sharing the targets with parents.
- Ensuring, with the SENDCo, that all staff working with your child, in school, are supported and helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Mr Wayne Myers – Headteacher

The Headteacher is responsible for:

- The day to day management of all aspects of the school, including the support for children with SEND.
- Ensuring the SENDCo and class teachers are working to meet the needs of your child.
- Regularly updating the school's Governing Body regarding SEND issues and the academic progress of SEND pupils.

Mr Dan Baker, Governor for SEND

The governor with responsibility for SEND:

- Ensures the necessary support and provision is available to any child with SEND, who attends the school.
- Monitor provision, through challenge and question.

What are the different types of support available for children with SEND at Richardson Dees Primary School?

Classroom-delivered inclusive quality first teaching; for <u>ALL</u> pupils.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning, with access to appropriate learning resources.
- The use of specific strategies or resources (which may be suggested by the SENDCo or external agencies) being available and in place to support your child to learn.
- On-going tracking and monitoring of progress, identifying any gaps in their understanding and, as needed, accessing additional support, to help them move forward in their learning.

SCHOOL SUPPORT

This means that your child has been identified by the class teacher as needing some extra support in school, due to specifically identified gaps in their learning. This can be addressed by the child accessing:

Small group targeted support – intervention.

This will:

- Take place within the classroom or in an intervention room/space, within school.
- Usually, be run by a teacher or a Teaching Assistant, who has had specific training in the intervention being delivered, or is following the teacher's plan.
- Often, be a time-limited programme, over a particular number of sessions or continue, until the child is ready to exit the intervention.

- Sometimes be on a one-to-one basis, but more usually will take place with other children, who have similar learning needs.

Specific individual/group support.

This will:

- Take place within the classroom or in an intervention room/space, within school.
- Address misconceptions or misunderstandings, in learning, usually at the time it is identified, in the lesson.
- Be supported by a teacher or teaching assistant.

SEND SUPPORT

This means that your child has been identified by the class teacher and SENDCo as requiring some extra specialist support in school, due to specific barriers to learning that cannot be overcome through inclusive quality first teaching and intervention groups. With parent's/carer's permission, as referral would be made to an external agency, to seek advice, regarding particular concerns. External agencies provide a range of support, from assessment, to resources, helping school staff to better help the child.

External agencies may include:

- Speech and Language Therapy (SALT)
- Language and Communication
- Dyslexia Team
- Educational Psychology
- Occupational Therapy
- Sensory Service (hearing/sight)

This means:

- Your child will have been identified by the class teacher/SENDCo or you, as the parent/carer, as needing more specialist support than that which can be accessed through quality first teaching and intervention groups.
- You will be asked to come to a meeting with the class teacher and/or SENDCo to discuss concerns about your child, considering and planning possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, Educational Psychologist or Dyslexia Team specialist. This will help the school, and yourself, in being better able to understand your child's particular needs and how to support them in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class, such as the provision of some individual support or changing some aspects of teaching to support them better.
- Support to set appropriate targets, within the area of the advice given.

- Your child being included in a small group, run by school staff under the guidance of the outside professional, e.g. a speech and language or language and communication group.
- A group or individual working with the outside professional, on a targeted specific intervention, which may be bespoke to the child's needs.
- The advice that your child would benefit or needs some degree of individual support in school, including the way in which the support should be provided and the strategies that would be most suitable.

SPECIFIED INDIVIDUAL SUPPORT

This is sometimes provided through an Education, Health and Care Plan (EHCP) and means your child will have been identified by the class teacher and SENDCo as needing a particularly high level of individual or small group teaching. Usually your child will also need specialist support in school from an external agency, or multiple agencies, outside the school, such as those identified in 'SEND Support'.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. This requires the gathering of lots of evidence, over time, to demonstrate the child's difficulties and the strategies that have been used to try and address these, including individual education plans, the use and outcomes of interventions, school data and the input of external agencies.
- When the school have sent in the request to the Local Authority, with all the information about your child, including some from you and the child, where possible, they will decide whether they think your child's needs, as described in the evidence provided, seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs; support to do this, is available, should you wish to use it. If it is felt that a statutory assessment is not required, the school will be asked to continue with the support at SEND Support.
- Once the reports have all been sent in, the Local Authority will decide if your child's needs are severe and if they need more support in school to make good progress. If this is the case, they will write an EHC Plan, but if not, they will ask the school to continue with the support at SEND Support and also set up a meeting in school to ensure a plan is in place, making sure your child makes as much progress as possible.
- An EHC Plan, if progressed, will outline the desired outcomes from the support which is being put in place. It will have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, running individual programmes, as directed by the class teacher or as provided by an external agency, or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and/or lifelong.
- Need specialist individual support in order to make progress in their learning.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher and/or SENDCo initially, by making an appointment, at the school office. This can be done either by calling in person or phoning (0191) 263 8139.
- If you are not happy about the way that your concerns are being addressed, and that your child is still not making progress, you should speak to the Headteacher, Mr Wayne Myers.
- Should you then continue to feel no progress has been made and steps are not being taken to tackle the issues, please contact the SEND Governor, Mr Dan Baker, via the school.

How will I be informed about any concerns, regarding my child's learning in school?

If your child is then identified as not making progress, their class teacher and/or SENDCo, will contact you, to arrange a meeting to:

- Share concerns, listening to any that you may also have.
- Plan for and discuss any additional support your child may receive, outlining future steps, as needed.
- Discuss with you the possibility of referrals to external agencies and how they may support your child's learning.

How is extra support allocated to children and how do they move between the different levels?

The school budget, received from North Tyneside Local Authority, includes money for supporting children with SEND. The Head Teacher and the SENDCo discuss all the information they have about SEND in the school and decide upon the resources, training and support that is needed. This information includes considering:

- the children getting extra support already.
- the children needing extra support.
- the children who have been identified as not making as much progress as would be expected.

All resources, training and support are reviewed regularly and changes are made, as and when needed.

Who are the other people providing services to children with a SEND in our school?

Directly funded by the school (academic year 2020-21):

- 3 Higher Level Teaching Assistants
- 5 Teaching Assistants

- 1 Special Support Assistant
- Educational Psychology Service

Paid for centrally by the Local Authority but delivered in school:

- Sensory Service (for children with sight or hearing needs)
- Dyslexia Team
- Public Health School Nurses

Provided and paid for by the Health Service (Northumbria Healthcare NHS Foundations Trust) but can be delivered in school:

- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Child and Adolescent Mental Health Service (CAMHS)

How are the teachers in school helped to work with children with SEND and what training do they have?

- Part of the SENDCo's role is to support the class teacher in planning for children with SEND.
- The school has an on-going training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole-school training on SEND issues, such as Dyslexia and Speech and Language difficulties.
- Individual teachers and support staff attend training courses run by the local authority and/or external agencies that are relevant to the needs of specific children in their class.
- Specific advice and support can often be sourced from specialists, both within the local authority and external agencies.

How will the teaching be adapted for my child with SEND?

- Class teachers plan lessons according to the specific needs of all children in their class, and will adapt where needed, to ensure that your child's needs are met.
- In addition, trained support staff can adapt the teacher's planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child, individually and/or in groups.
- Planning and teaching will be evaluated on a daily basis, with adaptations being made, as required, to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and is recorded on the school tracking system.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.

- Children at SEND Support will have an IEP which will be reviewed every term and the plan for the next term made. Additionally, they will have an SEND Support Plan, for which you, as the parent/carer will be invited to contribute to, as will your child – this will be updated annually.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual and/or group work that they take part in.

What support do we have for you as a parent of child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have, offering the opportunity to share information about what is working well at home and school, so similar strategies can be used. You can make an appointment, with the class teacher, at the school office.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. You can also arrange this, via the school office.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report, which can be looked at together with the class teacher and/or SENDCo
- IEPs will be reviewed termly and shared with you.
- Homework will be adjusted as needed to your child's individual needs.
- Home/school communication can be carried out by telephone, face-to-face, via a written diary or using the 'Class Dojo' app or 'See-saw'.
- Parents/carers can seek impartial advice regarding SEND from North Tyneside's SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) team, by emailing SENDIASS@northtyneside.gov.uk or by telephoning (0191) 643 8313 or (0191) 643 8317.

How is Richardson Dees Primary School accessible to children with SEND?

- The school is split over two floors, with accessibility to the upstairs classrooms being made possible by a lift, as needed.
- All toilets are accessible, with the addition of a disabled use toilet, on the ground floor of the school.
- The front of the school is accessible via a ramp and at the back, the doors are on street level
- We ensure that equipment used is accessible to all children regardless of their needs and where we do not have the equipment required, we endeavour to buy or borrow the appropriate resource, as soon as it is required, to ensure inclusivity.
- The school's Breakfast Club and after school activities are all accessible to all children including those with SEND, as are class visits and residential trips.

How will we support your child when they move to another class or another school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any such changes are as smooth as possible

If your child is moving child to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible, hand delivering, where this is an option.

When moving classes in school:

- Information will be passed on to the new class teacher, well in advance, through a formal handover meeting with the new teacher. All relevant paperwork will be shared, during this meeting, including the current IEP.
- If your child needs help in understanding the process of moving, this can be done in which ever way is most suitable, such as the provision of visits, photographs or a book.
- Arrangements can be made, for parents/carers to visit the child's new classroom and meet the teacher, allowing them to discuss provision for the forthcoming year and respond to any questions, queries or concerns they may have.

In Year 6:

- The SENDCo and Year 6 class teacher meet with the SENDCo of your child's future secondary school to discuss the specific needs of your child.
- Secondary schools provide specialist sessions, visits and additional opportunities for students with SEND as appropriate.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead, adapted to meet their individual needs, as required.
- Your child will visit their new school on several occasions and in some cases staff from the new school will come to Richardson Dees to visit your child.

Richardson Dees Primary School entitlement offer, to pupils with special educational needs and/or disabilities	
	Support Available Within School
Communication and Interaction Needs: e.g. • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties	• Visual timetables. • Areas of low distraction. • Support / supervision at unstructured times of the day. • Social skills programme / support including strategies to enhance self-esteem. • Small group work to improve social and communication skills. • ICT is used to support learning where appropriate. • Strategies / programmes to support speech and language development. • Strategies to reduce anxiety / promote emotional wellbeing. • Where appropriate we will use support and advice from other partners to meet the needs of pupils. • Planning, assessment and review. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Differentiated curriculum and resources.
Cognition and Learning Needs: e.g. • Moderate Learning Difficulties	• Strategies to promote/develop literacy and numeracy skills. • Provision to support access to the curriculum and to develop independent learning.

	• Small group or one-to-one bespoke, targeted interventions are delivered to pupils to improve on particular key skills, primarily in Literacy and Maths. • ICT is used to reduce barriers to learning where possible. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with special educational needs is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Differentiated curriculum and resources
Social, Mental and Emotional health e.g. • Behavioural needs • Social need • Mental health needs • Emotional Health and Wellbeing	• The school ethos values all pupils. • Behaviour management systems encourage pupils to make positive decisions about behavioural choices. • The schools behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions. • Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. • The school provides effective pastoral care for all pupils. • Support and advice is sought from outside agencies to support pupils, where appropriate. • Small group programmes are used to improve social skills and help them deal more effectively with stressful situations.

	• Outdoor learning is used to offer a different approach to the curriculum. • Information, support and signposting to other agencies is available within school for behavioural, emotional and social needs.
Sensory and Physical Needs: e.g. • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs	• Support and advice is sought from outside agencies, where appropriate, which may involve external staff coming in to work with pupils. • ICT is used to increase access to the curriculum. • Support to access the curriculum and to develop independent learning. • Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs. • Access to programmes to support Occupational Therapy / Physiotherapy. • Support with personal care if and when needed. • Staff training to support and provide appropriate care for pupils, with specific medical needs. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • Staff understand and apply the medicine administration policy. • The SENDCo and/or other relevant staff completes any necessary training in order to offer advice and guidance to colleagues about the needs of pupils. • All entrances to the school have ramps fitted to allow wheelchair access or are at ground level. • The school has a lift, for access to the first floor.

	• The school has disabled toilets / facilities.

Further Information

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect pupils' with special educational needs or disabilities.

Other useful documents, such as our Special Educational Needs and Inclusion Policy, are also available on the school website.

The school's self-evaluation process will look at teaching and learning for pupils with special educational needs and disabilities.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with special educational needs and disabilities.

If you would like further information about what we offer at Richardson Dees Primary School, please contact Mrs Jessica Callaghan, via the school office, by calling in person or phoning (0191) 263 8139.

Should you wish to find out more about North Tyneside's Local Offer, please follow this link: http://www.northtyneside.gov.uk/browse-sub-cat.shtml?p_subjectCategory=1618

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